



River Raisin National Battlefield Park Presents

THE WAR OF 1812: BATTLES OF THE RIVER RAISIN

IS THIS WHAT I SIGNED UP FOR? COMPARING HISTORICAL + CURRENT TREATIES' CAUSES + CONSEQUENCES



Grade Level: 9 - 12



WITH
"PROFESSOR"
MAJOR
MUSKRAT
BY: KIM BLOCK

LESSON PLAN



W.K. KELLOGG
FOUNDATION



River Raisin
National Battlefield
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River Raisin National Battlefield Park Lesson Plan

IS THIS WHAT I SIGNED UP FOR? COMPARING HISTORICAL & CULTURAL TREATIES' CAUSES & CONSEQUENCES

By: Kim Block

This lesson plan was made possible by the River Raisin National Battlefield Park Foundation and the Michigan Humanities Council through the generous support of the W. K. Kellogg's Foundation. This lesson plan was developed in partnership with the Little Traverse Bay Band of the Odawa Indians, Little River Band of the Ottawa Indians, and the Ottawa Tribe of Oklahoma.

Overview: This lesson is designed to help students examine the motivations behind the creation, signing and ratification of treaties between nations.

Narrative: Are treaties fair for all involved and if not, why do parties sign them? The Odawa people in the Great Lakes region, which are viewed as a foreign nation by the U.S. government, signed treaties ceding much of their land to the U.S. government. This lesson will explore why the U.S. government and Odawa people engaged in treaty creation as well as the consequences of that relationship. Students will take the Odawa example and apply it to a current treaty to explore causes and consequences.

Objectives:

Students will be able to:

- Identify and explain the variables, dynamics, and / or competing interests that influence the creation of treaties.
- Identify the lack of fairness or equity to some nations in signing treaties.

Standards:

Michigan High School Content Expectations – Civics:

- 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.
- 4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
- 4.1.4 Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully.
- 4.2.5 Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).

Time Required: 2 to 3 days

Grade Level: High School Civics or Advanced Placement Government Students

Topic or Era: Government Treaty creation and negotiation: War of 1812, Treaty of 1836, Trans-Pacific Partnership



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Preparation:

Materials:

- RRNBP Executive History Abridged
- RRNBP Executive History 3-2-1 Homework
- 1836 Cause Effect Chart
- 1836 Treaty
- Treaty Map
- Cartoon #1
- Exit Ticket Day 1
- TPP Agreement Story
- TPP 3-2-1 Classwork
- Directions for TPP Questioning
- Cartoon #2
- Exit Ticket Day 2
- Butcher Paper

Procedure: Home Work Prior To Day One

1. Pre-Class Homework Assignment:

- a. Assign students the River Raisin National Battlefield Park - **RRNBP Executive History** Abridged history to read and have them complete the RRNBP Executive History 3-2-1 Homework. After students read the RRNBP Executive History Abridged, have them do the following steps on RRNBP Executive History 3-2-1 for EACH of the three sections labeled "1, 2 and 3" in the margins of the document:
 - i. Find & record three facts they discover interesting.
 - ii. Write two questions they have while reading.
 - iii. Write one connection they can make to their lives.
- b. Students will need bring this homework to class for use during the first day's class work.

RIVER RAISIN NATIONAL BATTLEFIELD PARK EXECUTIVE HISTORY

The Great Lakes region served as the home for many American Indian Tribes for centuries before European expansion into North America. Early Great Lakes relationships between the tribes and European explorers centered on the mutually beneficial fur trade, but often lead to conflict over control of the movement of furs between tribes and European powers. The fur rich region between Lake Erie and Lake St. Clair became the center of the affluent fur industry when it was co-settled in 1701 by the French, Wyandot, Odawa and Potawatomi. Antonie de la Mothe Cadillac lead the establishment and the area that became known as Ft. Pontchartrain du Detroit; and, later Detroit, which is French for strait referring to the waterway connecting Lake Erie and Lake St. Clair. Cadillac's principle goal was "to bring the tribes together", which he continued to attempt for several years. The Miami, Kickapoo, Fox, Sac\Sauk, Ojibwa\Chippewa, Wea, Shawnee, Seneca, Cayuga, Mingo, and Delaware\Lenape all participated in the lucrative fur trade in and around Detroit and many of them located at least temporarily in the area now known as Southeast Michigan. Conflicts between the various tribes resulted in various tribal villages moving to and from the Detroit region. By 1736, there were at least 580 American Indian warriors at Detroit and more north, south and west of Detroit. Control of Detroit was important to the world, which resulted in continuously unsettled times and shifting loyalties. Great Britain took over control of Detroit from the French in 1760 and "recognized the bluffs at Springwells to be a preferred location for a fort." The tribes in the Detroit region joined Pontiac's Ottawa tribe's attempt to retake the fort at Detroit on May 9, 1763 and continued their siege for nearly six months, when finally a truce was reached. Several American Indian tribes began to move away from Fort Detroit in the mid 1760's and -1770's.

Because of the rich natural resources, ease of transportation, and successful European and American Indian relationships in the area between Lake St. Clair and the River Raisin it became the most populated and successful region of the western frontier. The Treaty of Paris that ended the Revolutionary War relinquished British control of Michigan to the United States in 1783, but Great Britain did not leave the area for many years. The United States immediately attempted to take control of the Northwest Territory but were met by resistance from the American Indian tribes who never agreed to give the United States their land. Tribal resistance was fed by British encouragement and continued occupation of the Northwest Territory.

The 1785 Treaty of Fort McIntosh established the "The Post of Detroit with a District beginning at the mouth of the River Raisin the West End of Lake Erie & running West six miles up the southern branch of the said River, thence Northerly always six miles west of the Strait till it strikes Lake St. Clair shall be also restored to the sole use of the States". However, the treaty was not signed by the tribes that controlled the new area claimed by the United States, and Great Britain continued to occupy Detroit along with the tribes. In 1789, the Treaty of Fort Harmar restated the establishment of the Post of Detroit but also included a separate article that acknowledged that the Wyandot "have two Villages from which they cannot with any convenience remove; it is agreed that they shall remain in possession of the same and shall not be in any manner disturbed therein." However, the United States had still not reached the new area they were claiming.

On August 20, 1794, the Battle of Fallen Timbers took place near current day Toledo, Ohio. During this Battle, all but one Wyandot Chief was killed. Great Britain, while occupying a fort near the site of the Battle, failed to come to the aid of the tribes. The Battle of Fallen Timbers resulted in the 1795 Jay Treaty between the United States and Great Britain which enforced the British withdrawal from the Northwest Territory that had been originally agreed to twelve years earlier. The battle also resulted in the signing of the 1795 Treaty of Greenville between the United States and American Indian Nations. This Treaty again restated the boundaries of the District of Detroit as originally established in the Treaty of Fort McIntosh, but omitted the article protecting the Wyandot villages within the District. The United States moved into the District of Detroit in 1796 raising a flag over the River Raisin settlement as they moved to the fort in Detroit. The United States began referring to the southernmost post in the District of Detroit as "Frenchtown" as early as 1804.

RIVER RAISIN NATIONAL BATTLEFIELD PARK EXECUTIVE HISTORY

Continuing clashes over European expansion in North America combined with growing tensions between tribes and the fledgling United States erupted as the U.S. extended their territory westward culminating in the War of 1812 in the Northwest Territory. Tribal nations were forced to choose between two world powers that had been clashing for years over lands and resources that belonged solely to the tribes for centuries. Fears, decades old alliances and philosophies over how to best preserve and protect their families, lands and customs ripped tribes and families apart. As late as May 9, 1811, Governor Hull again wrote Secretary of War Eustis urging the government to give the Wyandot's their villages within the District of Detroit and noted that the "Wyandots are considered the oldest, and first nation in this country. The other nations are very much influenced by them. The Council fire of all the nations is at their Village. In events which may take place, their friendship may be important. It will undoubtedly be considered expedient, to take all reasonable measures to satisfy them." The Wyandot also sent another communication to the President of the United States on February 5, 1812, but their pleas went unaddressed. The European population of the Michigan Territory in 1810 was 4,762 people that were concentrated in the District around the fort in Detroit and Frenchtown. The Michigan Wyandot, Odawa, Potawatomi and other tribes choose to take up arms against the United States and allied with Great Britain in the War of 1812. The Michigan Territory quickly fell back into British and American Indian control. On January 22, 1813, the American Indian Confederation and their British Allies won their greatest victory in the War of 1812 at the Battles of the River Raisin. Only 33 of the nearly 1,000 U.S. soldiers escaped death or capture resulting in the first U.S. Wartime Rally Cry "Remember the Raisin!"

On September 29, 1813, the United States retook Fort Detroit and General Harrison issued a proclamation to re-establish the civil government of the United States in the Michigan Territory. General Harrison then pursued the British and American Indians into Canada and engaged them on October 5, 1813 at the Battle of Moraviantown or the Battle of the Thames where Tecumseh was killed and the River Raisin was avenged.

The United States success in subduing the American Indians and taming the frontier resulted in the population of the Michigan Territory nearly doubling after the War of 1812 from 4,762 residents in 1810 to 8,896 residents in 1820. Pressures from population growth and war debts place tremendous pressure on Michigan's new Territorial Governor Lewis Cass.

On September 20, 1818, Governor Cass finally successfully negotiated a treaty with the Wyandot that terminated the villages of Maguaga and Brownstown in exchange for a 4,996 acre reservation in perpetuity just six miles inland along both sides of the Huron River. The reservation was immediately occupied by about 100 Wyandot and they wasted no time building permanent residents and improving the property for future generations of Wyandot. Several prominent Wyandot's resided on the Huron Reservation including Tom Short, Chewachta, Splitlog, No Fat, and others. But the struggle over American Indians in the region of Detroit was not over.

The Aftermath of the Battles of the River Raisin is eventually completely realized for the Great Lakes Tribal Nations. With the completion of the Erie Canal in 1825, the population of the Michigan Territory had quickly bloomed to 31,639 people by 1830. The dramatic population increases resulted in new communities developing all around the American Indian villages that remained in what was once the District of Detroit. The United States worked earnestly to consolidate and disperse Tribes from the growing population centers of the Michigan Territory and in 1827 removed two Potawatomi villages from current day Southfield, Michigan. During this same period Wyandot boys competed with children in American settlements adjacent to their reservation in activities such as shooting bow and arrows, running, jumping, wrestling, and "in all of which they usually came out ahead." "In there games of ball, pitching quoits and other manly exercises they were far ahead of the whites."

RIVER RAISIN NATIONAL BATTLEFIELD PARK EXECUTIVE HISTORY

The Northwest Ordinance of 1787 allowed territories to apply for Statehood if their population was over 60,000 people and on January 26, 1837, President Andrew Jackson signed a bill creating the State of Michigan. When the 1840 Census was taken, Michigan had 212,267 residents. Many of the Potawatomi that once inhabited the Detroit region were forced to relocate to Kansas in 1840 and then later some eventually were moved into Oklahoma. Some Potawatomi were able to secure and remain on lands in north and western Michigan, away from the main U.S. population growth areas. The Ottawa who once occupied the Detroit Region and Northwest Ohio were also forced to Kansas and the later Oklahoma. Some of the Odawa fled to Canada and still live there today. The Odawa who lived in Western Michigan were forced further and further north into the present day areas of Manistee, Traverse City, and Petoskey.

On August 4, 1841, the United States Congress appropriated \$50,000 to build a new fort in accordance with the Army's Great Lakes Defense Plan. On March 17, 1842, the Ohio Wyandot ceded all of the Wyandot land in Michigan and Ohio to the United States in exchange of 148,000 acres of land west of the Mississippi and annual funds. On July 10, 1843, some of Michigan's Wyandot began their forced removal from their lands to a distant reservations in the west with their Ohio relatives, but many fled to Canada instead.

NAME: _____

DATE: _____

RIVER RAISIN NATIONAL BATTLEFIELD PARK EXECUTIVE HISTORY 3-2-1 HOMEWORK

Directions:

Read "River Raisin National Battlefield Park Executive History." For each section (1, 2, and 3), list three details you find interesting or important; 2 questions you have while reading; and 1 connection to your life you can make. Be prepared to share with your table partners tomorrow.

SECTION 1

Detail 1-

Detail 2-

Detail 3-

Question 1-

Question 2-

Connection 1-

RIVER RAISIN NATIONAL BATTLEFIELD PARK EXECUTIVE HISTORY

3-2-1 HOMEWORK

SECTION 2

Detail 1-

Detail 2-

Detail 3-

Question 1-

Question 2-

Connection 1-

RIVER RAISIN NATIONAL BATTLEFIELD PARK EXECUTIVE HISTORY

3-2-1 HOMEWORK

SECTION 3

Detail 1-

Detail 2-

Detail 3-

Question 1-

Question 2-

Connection 1-

River Raisin National Battlefield Park Lesson Plan

IS THIS WHAT I SIGNED UP FOR? COMPARING HISTORICAL & CULTURAL TREATIES' CAUSES & CONSEQUENCES

Procedure: DAY 1 Lesson

1. Warm Up

- a. Present the following two prompts to the class and have them respond to the prompts by writing logs (or journal entries) answering the prompts:
 - i. Why do people participate in negotiations with others? Or
 - ii. Describe a time you negotiated with someone.
- b. Pair the students with a partner and have them share their journal entries (think-pair-share).
- c. Conduct a short teacher guided discussion on negotiations using the students' responses.

2. Introduction to Lesson

- a. Teacher will question class as to what branch(s) of government are responsible for treaty negotiations (executive and legislative).
- b. Teacher will introduce the concepts of Native Americans as foreign nations, western expansion, and interest groups' involvement in government policy direction.
- c. Assign the students to small groups with 4 students per group and have them share and compare their work on the **RRNBP Executive History 3-2-1 Homework**. Groups will decide on one detail, one question, and one connection to report out to the class to create a discussion on the causes of the Treaty of 1836.
 - i. Remember, the 1836 Treaty happened 20 years or so after the War of 1812. Prompt the students to be thinking about the Aftermath of the War of 1812, the growth in United States settlers' and their attitudes and desire for land, Native American perspectives and choices or lack thereof, and the state and national government policies related to Native Americans, land and expansion of the United States.
- d. Have the students complete the cause section of the **1836 Treaty Cause and Effect Chart** as groups and report out to the class.

3. Primary Document Reading: **1836 Treaty**

- a. Assign each group the Articles of the **1836 Treaty to read**. Each student will read different articles of the treaty as follows:
 - i. Student 1 – Read Articles 1, 2, 9
 - ii. Student 2 – Read Articles 3, 5, 7, 11
 - iii. Student 3 – Read Articles 4, 8, 10, 13
 - iv. Student 4 – Read Articles 6, 9, 12

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- b. Students are to read only their assigned articles. Instruct the students to summarize each article in less than 25 words in the margin of the document.
- c. Once each individual in the group has completed their reading and summary of their assigned Articles, have them share their summaries with the other group members. (Each student does a portion of the work, but should end with 100% of the understanding.)
- d. Group members record the provisions of the treaty on the **1836 cause and effect chart** under the treaty provisions section.
- e. Display the **Treaty Map** to the class or pass out a copy to each group. Have each group report out their major provisions.
- f. Ask students if there are provisions in the treaty that surprised them. Ask the students if there is anything that stands out to them on the Treaty Map?

4. Questioning and Predictions

- a. Based upon the articles each student read, he/she should make a prediction about the consequences of this treaty. They should also formulate a question about the future impact of this treaty.
- b. Students should share their ideas with their small groups and all group members should record their predictions and questions on the **1836 cause and effect chart** in the what will happen section.

5. Conclusion

- a. While students are writing, project **Cartoon #1** on-screen for thought.
- b. Handout the **Exit Ticket Day 1** to students. Have the students respond to the following prompt:

Was the treaty of 1836 fair to all parties involved? Why or why not? If not, why did these parties agree to sign?

1836 TREATY: CAUSE AND EFFECT CHART

Why Sign?
(Causes)

What will happen?
(Consequence Predictions)

Treaty Provisions

Questions for the future:

STUDENT ONE:

TREATY WITH THE OTTAWA, ETC., 1836.

Mar. 28, 1836. | 7 Stat., 491. | Proclamation, May 27, 1836.

Articles of a treaty made and concluded at the city of Washington in the District of Columbia, between Henry R. Schoolcraft, commissioner on the part of the United States, and the Ottawa and Chippewa nations of Indians, by their chiefs and delegates.

ARTICLE 1.

The Ottawa and Chippewa nations of Indians cede to the United States all the tract of country within the following boundaries: Beginning at the mouth of Grand river of Lake Michigan on the north bank thereof, and following up the same to the line called for, in the first article of the treaty of Chicago of the 29th of August 1821, thence, in a direct line, to the head of Thunder-bay river, thence with the line established by the treaty of Saganaw of the 24th of September 1819, to the mouth of said river, thence northeast to the boundary line in Lake Huron between the United States and the British province of Upper Canada, thence northwestwardly, following the said line, as established by the commissioners acting under the treaty of Ghent, through the straits, and river St. Mary's, to a point in Lake Superior north of the mouth of Gitchy Seebing, or Chocolate river, thence south to the mouth of said river and up its channel to the source thereof, thence, in a direct line to the head of the Skonawba river of Green bay, thence down the south bank of said river to its mouth, thence, in a direct line, through the ship channel into Green bay, to the outer part thereof, thence south to a point in Lake Michigan west of the north cape, or entrance of Grand river, and thence east to the place of beginning, at the cape aforesaid, comprehending all the lands and islands, within these limits, not hereinafter reserved.

ARTICLE 2.

From the cession aforesaid the tribes reserve for their own use, to be held in common the following tracts for the term of five years from the date of the ratification of this treaty, and no longer; unless the United States shall grant them permission to remain on said lands for a longer period, namely: One tract of fifty thousand acres to be located on Little Traverse bay: one tract of twenty thousand acres to be located on the north shore of Grand Traverse bay, one tract of seventy thousand acres to be located on, or, north of the Pieire Marquette river, one tract of one thousand acres to be located by Chingassanoo,—or the Big Sail, on the Cheboigan. One tract of one thousand acres, to be located by Mujeekewis, on Thunder-bay river.

STUDENT ONE:

ARTICLE 9.

Whereas the Ottawas and Chippewas, feeling a strong consideration for aid rendered by certain of their half-breeds on Grand river, and other parts of the country ceded, and wishing to testify their gratitude on the present occasion, have assigned such individuals certain locations of land, and united in a strong appeal for the allowance of the same in this treaty; and whereas no such reservations can be permitted in carrying out the special directions of the President on this subject, it is agreed, that, in addition to the general fund set apart for half-breed claims, in the sixth article, the sum of forty-eight thousand one hundred and forty-eight dollars shall be paid for the extinguishment of this class of claims, to be divided in the following manner: To Rix Robinson, in lieu of a section of land, granted to his Indian family, on the Grand river rapids, (estimated by good judges to be worth half a million,) at the rate of thirty-six dollars an acre: To Leonard Slater, in trust for Chiminonoquat, for a section of land above said rapids, at the rate of ten dollars an acre: To John A. Drew, for a tract of one section and three quarters, to his Indian family, at Cheboigan rapids, at the rate of four dollars; to Edward Biddle, for one section to his Indian family at the fishing grounds, at the rate of three dollars: To John Holiday, for five sections of land to five persons of his Indian family, at the rate of one dollar and twenty-five cents; to Eliza Cook, Sophia Biddle, and Mary Holiday, one section of land each, at two dollars and fifty cents: To Augustin Hamelin junr, being of Indian descent, two sections, at one dollar and twenty-five cents; to William Lasley, Joseph Daily, Joseph Trotier, Henry A. Levake, for two sections each, for their Indian families, at one dollar and twenty-five cents: To Luther Rice, Joseph Lafrombois, Charles Butterfield, being of Indian descent, and to George Moran, Louis Moran, G. D. Williams, for half-breed children under their care, and to Daniel Marsac, for his Indian child, one section each, at one dollar and twenty-five cents.

STUDENT TWO:

TREATY WITH THE OTTAWA, ETC., 1836.

Mar. 28, 1836. | 7 Stat., 491. | Proclamation, May 27, 1836.

Articles of a treaty made and concluded at the city of Washington in the District of Columbia, between Henry R. Schoolcraft, commissioner on the part of the United States, and the Ottawa and Chippewa nations of Indians, by their chiefs and delegates.

ARTICLE 3.

There shall also be reserved for the use of the Chippewas living north of the straits of Michilimackinac, the following tracts for the term of five years from the date of the ratification of this treaty, and no longer, unless the United States shall grant them permission to remain on said lands for a longer period, that is to say: Two tracts of three miles square each, on the north shores of the said straits, between Point-au-Barbe and Mille Coquin river, including the fishing grounds in front of such reservations, to be located by a council of the chiefs. The Beaver islands of Lake Michigan for the use of the Beaver-island Indians. Round island, opposite Michilimackinac, as a place of encampment for the Indians, to be under the charge of the Indian department. The islands of the Chenos, with a part of the adjacent north coast of Lake Huron, corresponding in length, and one mile in depth. Sugar island, with its islets, in the river of St. Mary's. Six hundred and forty acres, at the mission of the Little Rapids. A tract commencing at the mouth of the Pississowining river, south of Point Iroquois, thence running up said stream to its forks, thence westward, in a direct line to the Red water lakes, thence across the portage to the Tacquimenon river, and down the same to its mouth, including the small islands and fishing grounds, in front of this reservation. Six hundred and forty acres, on Grand island, and two thousand acres, on the main land south of it. Two sections, on the northern extremity of Green bay, to be located by a council of the chiefs. All the locations, left indefinite by this, and the preceding articles, shall be made by the proper chiefs, under the direction of the President. It is understood that the reservation for a place of fishing and encampment, made under the treaty of St. Mary's of the 16th of June 1820, remains unaffected by this treaty.

ARTICLE 5.

The sum of three hundred thousand dollars shall be paid to said Indians to enable them, with the aid and assistance of their agent, to adjust and pay such debts as they may justly owe, and the overplus, if any, to apply to such other use as they may think proper.

STUDENT TWO:

ARTICLE 7.

In consideration of the cessions above made, and as a further earnest of the disposition felt to do full justice to the Indians, and to further their well being, the United States engage to keep two additional blacksmith-shops, one of which, shall be located on the reservation north of Grand river, and the other at the Sault Ste. Marie. A permanent interpreter will be provided at each of these locations. It is stipulated to renew the present dilapidated shop at Michilimackinac, and to maintain a gunsmith, in addition to the present smith's establishment, and to build a dormitory for the Indians visiting the post, and appoint a person to keep it, and supply it with fire-wood. It is also agreed, to support two farmers and assistants, and two mechanics, as the President may designate, to teach and aid the Indians, in agriculture, and in the mechanic arts. The farmers and mechanics, and the dormitory, will be continued for ten years, and as long thereafter, as the President may deem this arrangement useful and necessary; but the benefits of the other stipulations of this article, shall be continued beyond the expiration of the annuities, and it is understood that the whole of this article shall stand in force, and inure to the benefit of the Indians, as long after the expiration of the twenty years as Congress may appropriate for the objects.

ARTICLE 11.

The Ottawas having consideration for one of their aged chiefs, who is reduced to poverty, and it being known that he was a firm friend of the American Government, in that quarter, during the late war, and suffered much in consequence of his sentiments, it is agreed, that an annuity of one hundred dollars per annum shall be paid to Ningweegon or the Wing, during his natural life, in money or goods, as he may choose. Another of the chiefs of said nation, who attended the treaty of Greenville in 1793, and is now, at a very advanced age, reduced to extreme want, together with his wife, and the Government being apprized that he has pleaded a promise of Gen. Wayne, in his behalf, it is agreed that Chusco of Michilimackinac shall receive an annuity of fifty dollars per annum during his natural life.

STUDENT THREE:

TREATY WITH THE OTTAWA, ETC., 1836.

Mar. 28, 1836. | 7 Stat., 491. | Proclamation, May 27, 1836

Articles of a treaty made and concluded at the city of Washington in the District of Columbia, between Henry R. Schoolcraft, commissioner on the part of the United States, and the Ottawa and Chippewa nations of Indians, by their chiefs and delegates.

ARTICLE 4.

In consideration of the foregoing cessions, the United States engage to pay to the Ottawa and Chippewa nations, the following sums, namely. 1st. An annuity of thirty thousand dollars per annum, in specie, for twenty years; eighteen thousand dollars, to be paid to the Indians between Grand River and the Cheboigun; three thousand six hundred dollars, to the Indians on the Huron shore, between the Cheboigan and Thunder-bay river; and seven thousand four hundred dollars, to the Chippewas north of the straits, as far as the cession extends; the remaining one thousand dollars, to be invested in stock by the Treasury Department and to remain incapable of being sold, without the consent of the President and Senate, which may, however, be given, after the expiration of twenty-one years. 2nd. Five thousand dollars per annum, for the purpose of education, teachers, school-houses, and books in their own language, to be continued twenty years, and as long thereafter as Congress may appropriate for the object. 3rd. Three thousand dollars for missions, subject to the conditions mentioned in the second clause of this article. 4th. Ten thousand dollars for agricultural implements, cattle, mechanics' tools, and such other objects as the President may deem proper. 5th. Three hundred dollars per annum for vaccine matter, medicines, and the services of physicians, to be continued while the Indians remain on their reservations. 6th. Provisions to the amount of two thousand dollars; six thousand five hundred pounds of tobacco; one hundred barrels of salt, and five hundred fish barrels, annually, for twenty years. 7th. One hundred and fifty thousand dollars, in goods and provisions, on the ratification of this treaty, to be delivered at Michilimackinac, and also the sum of two hundred thousand dollars, in consideration of changing the permanent reservations in article two and three to reservations for five years only, to be paid whenever their reservations shall be surrendered, and until that time the interest on said two hundred thousand dollars shall be annually paid to the said Indians.

STUDENT THREE:

ARTICLE 8.

It is agreed, that as soon as the said Indians desire it, a deputation shall be sent to the southwest of the Missouri River, there to select a suitable place for the final settlement of said Indians, which country, so selected and of reasonable extent, the United States will forever guaranty and secure to said Indians. Such improvements as add value to the land, hereby ceded, shall be appraised, and the amount paid to the proper Indian. But such payment shall, in no case, be assigned to, or paid to, a white man. If the church on the Cheboigan, should fall within this cession, the value shall be paid to the band owning it. The net proceeds of the sale of the one hundred and sixty acres of land, upon the Grand River upon which the missionary society have erected their buildings, shall be paid to the said society, in lieu of the value of their said improvements. When the Indians wish it, the United States will remove them, at their expense, provide them a year's subsistence in the country to which they go, and furnish the same articles and equipments to each person as are stipulated to be given to the Pottowatomies in the final treaty of cession concluded at Chicago.

ARTICLE 10.

The sum of thirty thousand dollars shall be paid to the chiefs, on the ratification of this treaty, to be divided agreeably to a schedule hereunto annexed.

ARTICLE 13.

The Indians stipulate for the right of hunting on the lands ceded, with the other usual privileges of occupancy, until the land is required for settlement. In testimony whereof, the said Henry R. Schoolcraft, commissioner on the part of the United States, and the chiefs and delegates of the Ottawa and Chippewa nation of Indians, have hereunto set their hands, at Washington the seat of Government, this twenty-eighth day of March, in the year one thousand eight hundred and thirty-six.

STUDENT FOUR:

TREATY WITH THE OTTAWA, ETC., 1836.

Mar. 28, 1836. | 7 Stat., 491. | Proclamation, May 27, 1836

Articles of a treaty made and concluded at the city of Washington in the District of Columbia, between Henry R. Schoolcraft, commissioner on the part of the United States, and the Ottawa and Chippewa nations of Indians, by their chiefs and delegates.

ARTICLE 6.

The said Indians being desirous of making provision for their half-breed relatives, and the President having determined, that individual reservations shall not be granted, it is agreed, hat in lieu thereof, the sum of one hundred and fifty thousand dollars shall be set apart as a fund for said half-breeds. No person shall be entitled to any part of said fund, unless he is of Indian descent and actually resident within the boundaries described in the first article of this treaty, nor shall any thing be allowed to any such person, who may have received any allowance at any previous Indian treaty. The following principles, shall regulate the distribution. A census shall be taken of all the men, women, and children, coming within this article. As the Indians hold in higher consideration, some of their half-breeds than others, and as there is much difference in their capacity to use and take care of property, and, consequently, in their power to aid their Indian connexions, which furnishes a strong ground for this claim, it is, therefore, agreed, that at the council to be held upon this subject, the commissioner shall call upon the Indian chiefs to designate, if they require it, three classes of these claimants, the first of which, shall receive one-half more than the second, and the second, double the third. Each man woman and child shall be enumerated, and an equal share, in the respective classes, shall be allowed to each. If the father is living with the family, he shall receive the shares of himself, his wife and children. If the father is dead, or separated from the family, and the mother is living with the family, she shall have her own share, and that of the children. If the father and mother are neither living with the family, or if the children are orphans, their share shall be retained till they are twenty-one years of age; provided, that such portions of it as may be necessary may, under the direction of the President, be from time to time applied for their support.

All other persons at the age of twenty-one years, shall receive their shares agreeably to the proper class. Out of the said fund of one hundred and fifty thousand dollars, the sum of five thousand dollars shall be reserved to be applied, under the direction of the President, to the support of such of the poor half breeds, as may require assistance, to be expended in annual instalments for the term of ten years, commencing with the second year. Such of the half-breeds, as may be judged incapable of making a proper use of the money, allowed them by the commissioner, shall receive the same in instalments, as the President may direct.

STUDENT FOUR:

ARTICLE 9.

Whereas the Ottawas and Chippewas, feeling a strong consideration for aid rendered by certain of their half-breeds on Grand river, and other parts of the country ceded, and wishing to testify their gratitude on the present occasion, have assigned such individuals certain locations of land, and united in a strong appeal for the allowance of the same in this treaty; and whereas no such reservations can be permitted in carrying out the special directions of the President on this subject, it is agreed, that, in addition to the general fund set apart for half-breed claims, in the sixth article, the sum of forty-eight thousand one hundred and forty-eight dollars shall be paid for the extinguishment of this class of claims, to be divided in the following manner: To Rix Robinson, in lieu of a section of land, granted to his Indian family, on the Grand river rapids, (estimated by good judges to be worth half a million,) at the rate of thirty-six dollars an acre: To Leonard Slater, in trust for Chiminonoquat, for a section of land above said rapids, at the rate of ten dollars an acre: To John A. Drew, for a tract of one section and three quarters, to his Indian family, at Cheboigan rapids, at the rate of four dollars; to Edward Biddle, for one section to his Indian family at the fishing grounds, at the rate of three dollars: To John Holiday, for five sections of land to five persons of his Indian family, at the rate of one dollar and twenty-five cents; to Eliza Cook, Sophia Biddle, and Mary Holiday, one section of land each, at two dollars and fifty cents: To Augustin Hamelin junr, being of Indian descent, two sections, at one dollar and twenty-five cents; to William Lasley, Joseph Daily, Joseph Trotier, Henry A. Levake, for two sections each, for their Indian families, at one dollar and twenty-five cents: To Luther Rice, Joseph Lafrombois, Charles Butterfield, being of Indian descent, and to George Moran, Louis Moran, G. D. Williams, for half-breed children under their care, and to Daniel Marsac, for his Indian child, one section each, at one dollar and twenty-five cents.

ARTICLE 12.

All expenses attending the journeys of the Indians from, and to their homes, and their visit at the seat of Government, together with the expenses of the treaty, including a proper quantity of clothing to be given them, will be paid by the United States.

TREATY WITH THE OTTAWA, ETC., 1836.

Mar. 28, 1836. | 7 Stat., 491. | Proclamation, May 27, 1836.

Articles of a treaty made and concluded at the city of Washington in the District of Columbia, between Henry R. Schoolcraft, commissioner on the part of the United States, and the Ottawa and Chippewa nations of Indians, by their chiefs and delegates.

ARTICLE 1.

The Ottawa and Chippewa nations of Indians cede to the United States all the tract of country within the following boundaries: Beginning at the mouth of Grand river of Lake Michigan on the north bank thereof, and following up the same to the line called for, in the first article of the treaty of Chicago of the 29th of August 1821, thence, in a direct line, to the head of Thunder-bay river, thence with the line established by the treaty of Saganaw of the 24th of September 1819, to the mouth of said river, thence northeast to the boundary line in Lake Huron between the United States and the British province of Upper Canada, thence northwestwardly, following the said line, as established by the commissioners acting under the treaty of Ghent, through the straits, and river St. Mary's, to a point in Lake Superior north of the mouth of Gitchy Seebing, or Chocolate river, thence south to the mouth of said river and up its channel to the source thereof, thence, in a direct line to the head of the Skonawba river of Green bay, thence down the south bank of said river to its mouth, thence, in a direct line, through the ship channel into Green bay, to the outer part thereof, thence south to a point in Lake Michigan west of the north cape, or entrance of Grand river, and thence east to the place of beginning, at the cape aforesaid, comprehending all the lands and islands, within these limits, not hereinafter reserved.

ARTICLE 2.

From the cession aforesaid the tribes reserve for their own use, to be held in common the following tracts for the term of five years from the date of the ratification of this treaty, and no longer; unless the United States shall grant them permission to remain on said lands for a longer period, namely: One tract of fifty thousand acres to be located on Little Traverse bay: one tract of twenty thousand acres to be located on the north shore of Grand Traverse bay, one tract of seventy thousand acres to be located on, or, north of the Pieire Marquette river, one tract of one thousand acres to be located by Chingassanoo,—or the Big Sail, on the Cheboigan. One tract of one thousand acres, to be located by Mujeekewis, on Thunder-bay river.

TREATY WITH THE OTTAWA, ETC., 1836.

ARTICLE 3.

There shall also be reserved for the use of the Chippewas living north of the straits of Michilimackinac, the following tracts for the term of five years from the date of the ratification of this treaty, and no longer, unless the United States shall grant them permission to remain on said lands for a longer period, that is to say: Two tracts of three miles square each, on the north shores of the said straits, between Point-au-Barbe and Mille Coquin river, including the fishing grounds in front of such reservations, to be located by a council of the chiefs. The Beaver islands of Lake Michigan for the use of the Beaver-island Indians. Round island, opposite Michilimackinac, as a place of encampment for the Indians, to be under the charge of the Indian department. The islands of the Chenos, with a part of the adjacent north coast of Lake Huron, corresponding in length, and one mile in depth. Sugar island, with its islets, in the river of St. Mary's. Six hundred and forty acres, at the mission of the Little Rapids. A tract commencing at the mouth of the Pississowining river, south of Point Iroquois, thence running up said stream to its forks, thence westward, in a direct line to the Red water lakes, thence across the portage to the Tacquimenon river, and down the same to its mouth, including the small islands and fishing grounds, in front of this reservation. Six hundred and forty acres, on Grand island, and two thousand acres, on the main land south of it. Two sections, on the northern extremity of Green bay, to be located by a council of the chiefs. All the locations, left indefinite by this, and the preceding articles, shall be made by the proper chiefs, under the direction of the President. It is understood that the reservation for a place of fishing and encampment, made under the treaty of St. Mary's of the 16th of June 1820, remains unaffected by this treaty.

ARTICLE 4.

In consideration of the foregoing cessions, the United States engage to pay to the Ottawa and Chippewa nations, the following sums, namely. 1st. An annuity of thirty thousand dollars per annum, in specie, for twenty years; eighteen thousand dollars, to be paid to the Indians between Grand River and the Cheboigun; three thousand six hundred dollars, to the Indians on the Huron shore, between the Cheboigan and Thunder-bay river; and seven thousand four hundred dollars, to the Chippewas north of the straits, as far as the cession extends; the remaining one thousand dollars, to be invested in stock by the Treasury Department and to remain incapable of being sold, without the consent of the President and Senate, which may, however, be given, after the expiration of twenty-one years. 2nd. Five thousand dollars per annum, for the purpose of education, teachers, school-houses, and books in their own language, to be continued twenty years, and as long thereafter as Congress may appropriate for the object. 3rd. Three thousand dollars for missions, subject to the conditions mentioned in the second clause of this article. 4th. Ten thousand dollars for agricultural implements, cattle, mechanics' tools, and such other objects as the President may deem proper. 5th. Three hundred dollars per annum for vaccine matter, medicines, and the services of physicians, to be continued while the Indians remain on their reservations. 6th. Provisions to the amount of two thousand dollars; six thousand five hundred pounds of tobacco; one hundred barrels of salt, and five hundred fish barrels, annually, for twenty years. 7th. One hundred and fifty thousand dollars, in goods and provisions, on the ratification of this treaty, to be delivered at Michilimackinac, and also the sum of two hundred thousand dollars, in consideration of changing the permanent reservations in article two and three to reservations for five years only, to be paid whenever their reservations shall be surrendered, and until that time the interest on said two hundred thousand dollars shall be annually paid to the said Indians.

TREATY WITH THE OTTAWA, ETC., 1836.

ARTICLE 5.

The sum of three hundred thousand dollars shall be paid to said Indians to enable them, with the aid and assistance of their agent, to adjust and pay such debts as they may justly owe, and the overplus, if any, to apply to such other use as they may think proper.

ARTICLE 6.

The said Indians being desirous of making provision for their half-breed relatives, and the President having determined, that individual reservations shall not be granted, it is agreed, hat in lieu thereof, the sum of one hundred and fifty thousand dollars shall be set apart as a fund for said half-breeds. No person shall be entitled to any part of said fund, unless he is of Indian descent and actually resident within the boundaries described in the first article of this treaty, nor shall any thing be allowed to any such person, who may have received any allowance at any previous Indian treaty. The following principles, shall regulate the distribution. A census shall be taken of all the men, women, and children, coming within this article. As the Indians hold in higher consideration, some of their half-breeds than others, and as there is much difference in their capacity to use and take care of property, and, consequently, in their power to aid their Indian connexions, which furnishes a strong ground for this claim, it is, therefore, agreed, that at the council to be held upon this subject, the commissioner shall call upon the Indian chiefs to designate, if they require it, three classes of these claimants, the first of which, shall receive one-half more than the second, and the second, double the third. Each man woman and child shall be enumerated, and an equal share, in the respective classes, shall be allowed to each. If the father is living with the family, he shall receive the shares of himself, his wife and children. If the father is dead, or separated from the family, and the mother is living with the family, she shall have her own share, and that of the children. If the father and mother are neither living with the family, or if the children are orphans, their share shall be retained till they are twenty-one years of age; provided, that such portions of it as may be necessary may, under the direction of the President, be from time to time applied for their support.

All other persons at the age of twenty-one years, shall receive their shares agreeably to the proper class. Out of the said fund of one hundred and fifty thousand dollars, the sum of five thousand dollars shall be reserved to be applied, under the direction of the President, to the support of such of the poor half breeds, as may require assistance, to be expended in annual instalments for the term of ten years, commencing with the second year. Such of the half-breeds, as may be judged incapable of making a proper use of the money, allowed them by the commissioner, shall receive the same in instalments, as the President may direct.

TREATY WITH THE OTTAWA, ETC., 1836. (CONT.)

ARTICLE 7.

In consideration of the cessions above made, and as a further earnest of the disposition felt to do full justice to the Indians, and to further their well being, the United States engage to keep two additional blacksmith-shops, one of which, shall be located on the reservation north of Grand river, and the other at the Sault Ste. Marie. A permanent interpreter will be provided at each of these locations. It is stipulated to renew the present dilapidated shop at Michilimackinac, and to maintain a gunsmith, in addition to the present smith's establishment, and to build a dormitory for the Indians visiting the post, and appoint a person to keep it, and supply it with fire-wood. It is also agreed, to support two farmers and assistants, and two mechanics, as the President may designate, to teach and aid the Indians, in agriculture, and in the mechanic arts. The farmers and mechanics, and the dormitory, will be continued for ten years, and as long thereafter, as the President may deem this arrangement useful and necessary; but the benefits of the other stipulations of this article, shall be continued beyond the expiration of the annuities, and it is understood that the whole of this article shall stand in force, and inure to the benefit of the Indians, as long after the expiration of the twenty years as Congress may appropriate for the objects.

ARTICLE 8.

It is agreed, that as soon as the said Indians desire it, a deputation shall be sent to the southwest of the Missouri River, there to select a suitable place for the final settlement of said Indians, which country, so selected and of reasonable extent, the United States will forever guaranty and secure to said Indians. Such improvements as add value to the land, hereby ceded, shall be appraised, and the amount paid to the proper Indian. But such payment shall, in no case, be assigned to, or paid to, a white man. If the church on the Cheboigan, should fall within this cession, the value shall be paid to the band owning it. The net proceeds of the sale of the one hundred and sixty acres of land, upon the Grand River upon which the missionary society have erected their buildings, shall be paid to the said society, in lieu of the value of their said improvements. When the Indians wish it, the United States will remove them, at their expence, provide them a year's subsistence in the country to which they go, and furnish the same articles and equipments to each person as are stipulated to be given to the Pottowatomies in the final treaty of cession concluded at Chicago.

ARTICLE 9.

Whereas the Ottawas and Chippewas, feeling a strong consideration for aid rendered by certain of their half-breeds on Grand river, and other parts of the country ceded, and wishing to testify their gratitude on the present occasion, have assigned such individuals certain locations of land, and united in a strong appeal for the allowance of the same in this treaty; and whereas no such reservations can be permitted in carrying out the special directions of the President on this subject, it is agreed, that, in addition to the general fund set apart for half-breed claims, in the sixth article, the sum of forty-eight thousand one hundred and forty-eight dollars shall be paid for the extinguishment of this class of claims, to be divided in the following manner: To Rix Robinson, in lieu of a section of land, granted to his Indian family, on the Grand river rapids, (estimated by good judges to be worth half a million,) at the rate of thirty-six dollars an acre: To Leonard Slater, in trust for Chiminonoquat, for a section of land above said rapids, at the rate of ten dollars an acre: To John A. Drew, for a tract of one section and three quarters, to his Indian family, at Cheboigan rapids, at the rate of four dollars; to Edward Biddle, for one section to his Indian family at the fishing grounds, at the rate of three dollars: To John Holiday, for five sections of land to five persons of his Indian family, at the rate of one dollar and twenty-five cents; to Eliza Cook, Sophia Biddle, and Mary Holiday, one section of land each, at two dollars and fifty cents: To Augustin Hamelin junr, being of Indian descent, two sections, at one dollar and twenty-five cents; to William Lasley, Joseph Daily, Joseph Trotier, Henry A. Levake, for two sections each, for their Indian families, at one dollar and twenty-five cents: To Luther Rice, Joseph Lafrombois, Charles Butterfield, being of Indian descent, and to George Moran, Louis Moran, G. D. Williams, for half-breed children under their care, and to Daniel Marsac, for his Indian child, one section each, at one dollar and twenty-five cents.

TREATY WITH THE OTTAWA, ETC., 1836. (CONT.)

ARTICLE 10.

The sum of thirty thousand dollars shall be paid to the chiefs, on the ratification of this treaty, to be divided agreeably to a schedule hereunto annexed.

ARTICLE 11.

The Ottawas having consideration for one of their aged chiefs, who is reduced to poverty, and it being known that he was a firm friend of the American Government, in that quarter, during the late war, and suffered much in consequence of his sentiments, it is agreed, that an annuity of one hundred dollars per annum shall be paid to Ningweegon or the Wing, during his natural life, in money or goods, as he may choose. Another of the chiefs of said nation, who attended the treaty of Greenville in 1793, and is now, at a very advanced age, reduced to extreme want, together with his wife, and the Government being apprized that he has pleaded a promise of Gen. Wayne, in his behalf, it is agreed that Chusco of Michilimackinac shall receive an annuity of fifty dollars per annum during his natural life.

ARTICLE 12.

All expenses attending the journeys of the Indians from, and to their homes, and their visit at the seat of Government, together with the expenses of the treaty, including a proper quantity of clothing to be given them, will be paid by the United States.

ARTICLE 13.

The Indians stipulate for the right of hunting on the lands ceded, with the other usual privileges of occupancy, until the land is required for settlement. In testimony whereof, the said Henry R. Schoolcraft, commissioner on the part of the United States, and the chiefs and delegates of the Ottawa and Chippewa nation of Indians, have hereunto set their hands, at Washington the seat of Government, this twenty-eighth day of March, in the year one thousand eight hundred and thirty-six.

TREATY MAP

BUREAU OF AMERICAN ETHNOLOGY

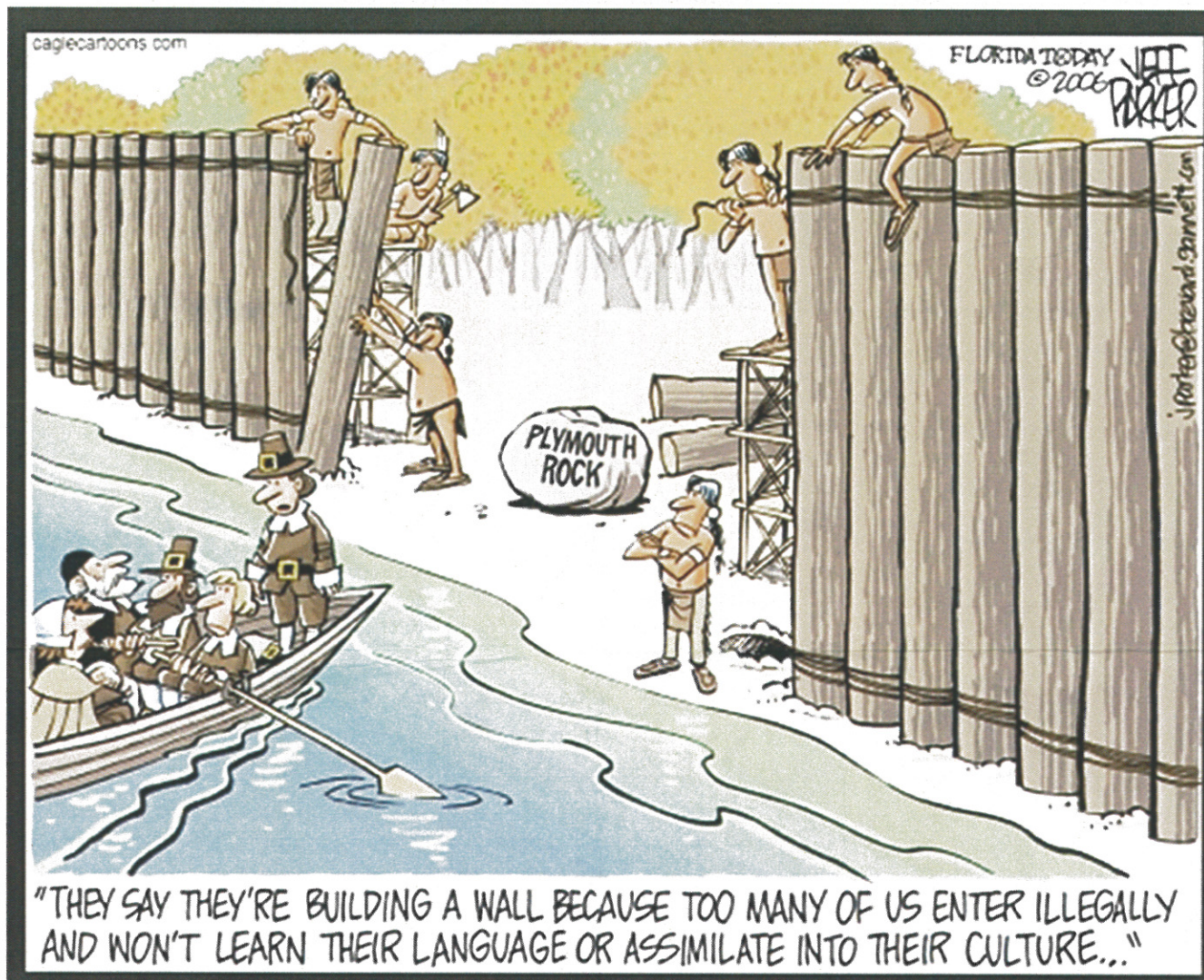
EIGHTEENTH ANNUAL REPORT, PL. CXXXVI



MICHIGAN 1
SCALE 45 MILES TO 1 INCH

A. H. H. & Co. Lith. Philadelphia, Pa.

CARTOON # 1



EXIT TICKET ONE

Was the treaty of 1836 fair to all parties involved? Why or why not? If not, why did these parties agree to sign?

EXIT TICKET ONE

Was the treaty of 1836 fair to all parties involved. Why or why not? If not, why did these parties agree to sign?

River Raisin National Battlefield Park Lesson Plan

Procedure: DAY 2 Lesson

1. Warm Up

- a. Present the following prompt to the class and have them respond to the prompt by writing logs (or journal entries) addressing the topic:

What kinds of issues or events do you think the U.S. government needs to negotiate treaties about today?

2. Pair the students with a partner and have them share their journal entries (think-pair-share)

3. Guide the students into a short discussion on current negotiations.

- a. Have the students think about current conflicts or "wars" the U.S. is involved in. Have the students think about globalization and NAFTA. You can also remind the students about environmental treaties such as the Kyoto Protocol.
- b. Remind students that the U.S. has not always signed treaties that they have negotiated such as the Treaty of Versailles ending World War I or the Kyoto Protocol. Discuss why treaties are signed or not signed and the different special interest groups which may influence these decisions.

4. Secondary Document Reading

- a. Have the students should read the **TPP Agreement Story** and complete the **TPP 3-2-1 Classwork**.
- b. Have the students return to their small groups and share and compare their work on the **TPP 3-2-1 Classwork**. Have the each group decide on one detail, one question, and one connection to share with the class to create a discussion on the Trans Pacific Partnership Agreement.

5. Group Questioning:

- a. Display or handout the **Directions for TPP Questioning**. Instruct the groups to create a list of questions on butcher paper using the **Directions for TPP Questioning**.
- b. Have each groups star their top three questions and post their questions on their butcher paper for the rest of the class to see. Have each group share their top three questions with the class, and guide the students in a discussion about the questions?
- i. The goal is to get students to think about what and how special interest groups influence government decisions and how they are influenced by treaties. They should also be thinking about why countries sign treaties, even if it is not directly in their nation's best interest. Lastly, guide students towards making connections between the historical treaties that resulted from the Aftermath of the Battles of the River Raisin such as the 1836 Treaty and current treaties like the TPP.

6. Conclusion

- a. Give students the **Exit Ticket Day 2** handout. Have each student respond to the following prompt:

Is the TPP fair to all parties involved. Why or why not? If not, why may these parties agree to sign?

TPP: What is it and why does it matter?

BBC News

3 February 2016

From the section Business

<http://www.bbc.com/news/business-32498715>

The Trans-Pacific Partnership (TPP) is one of the most ambitious free trade agreements ever signed.

Those in favor say this trade deal will unleash new economic growth among countries involved. Those against - particularly some Americans - fear it could mean jobs will move from the US to developing countries. They also do not like the fact the five-year talks were held largely in secret.

TPP in a nutshell

It involves 12 countries: the US, Japan, Malaysia, Vietnam, Singapore, Brunei, Australia, New Zealand, Canada, Mexico, Chile and Peru. The pact aims to deepen economic ties between these nations, slashing tariffs and fostering trade to boost growth. Member countries are also hoping to foster a closer relationship on economic policies and regulation. The agreement could create a new single market something like that of the European Union.

Which goods and services are affected?

Most goods and services are involved, but not all tariffs - which are taxes on imports - are going to be removed and some will take longer than others. In all, some 18,000 tariffs are affected. For example, the signatories have said they will either eliminate or reduce tariffs and other restrictive policies from agricultural products and industrial goods. Tariffs on US manufactured goods and almost all US farm products will go almost immediately once the deal is ratified.

On textiles and clothing, they will be removing all tariffs, but while the US Trade Representative says most tariffs will be removed immediately after the deal is ratified, "tariffs on some sensitive products will be eliminated over longer timeframes as agreed by the TPP Parties". On trade in services, they have agreed that free trade would be quite a good thing, and in some areas, they are going to liberalize trade.

When did it start?

It began with the P4 trade agreement between just four nations - Brunei, Chile, New Zealand and Singapore - that came into effect 10 years ago. That deal removed tariffs on most goods traded between the countries, promised to cut more and also to co-operate on wider issues such as employment practices, intellectual property and competition policies.

How big a deal is the TPP?

Pretty big indeed. The 12 countries have a collective population of about 800 million - almost double that of the European Union's single market. The 12-nation would-be bloc is already responsible for 40% of world trade. The deal is a remarkable achievement given the very different approaches and standards within the member countries, including environmental protection, workers' rights and regulatory coherence - not to mention the special protections that some countries have for certain industries.

TPP: What is it and why does it matter?

BBC News

3 February 2016

From the section Business

<http://www.bbc.com/news/business-32498715>

What do critics say?

They argue it has been a not-so-secret gambit to keep China at bay - which is not part of the TPP. For its part, China has given it (the TPP) a cautious welcome. Others claim it paves the way for companies to sue governments that change policy on, say, health and education to favor state-provided services. The TPP will also intensify competition between countries' labor forces. But the biggest criticism has been of what the campaigners allege were secretive negotiations, in which governments were said to be seeking to bring in sweeping changes without voters' knowledge. Defenders say the reason the negotiations were not made public was because there was no formal agreement on them.

Is this the same thing as TTIP?

Confusingly not.

The Transatlantic Trade and Investment Partnership, now generally known as TTIP, is a deal to cut tariffs and regulatory barriers to trade between the US and member states of the EU. Negotiations here are at an earlier stage.

What happens next?

The text of the agreement will have to be signed and then ratified by all 12 signatories. Details of how the deal will be implemented will be argued out in individual countries' legislatures. In the US, it comes before Congress in the midst of a presidential election year, which is likely to turn it into a major political football within both parties. However, Congress has granted President Obama "fast-track" authority over the deal, which only allows lawmakers to either reject it or ratify it.

NAME: _____

DATE: _____

TPP: WHAT IS IT AND WHY DOES IT MATTER?

3-2-1 CLASSWORK

Directions: Read "TPP: What is it and why does it matter." List three details you find interesting or important, 2 questions you have while reading, and 1 connection to your life you can make. Be prepared to share with your table partners tomorrow.

Detail 1 -

Detail 2-

Detail 3-

Question 1 -

Question 2-

Connection 1 -

DIRECTIONS FOR THE TRANS-PACIFIC PARTNERSHIP WHAT WILL HAPPEN?

**ASK AS MANY
QUESTIONS AS YOU
CAN ABOUT THE
TRANS-PACIFIC
PARTNERSHIP.**

POLITICAL PARTIES

As a group, go around the circle and take turns asking questions about the Trans-Pacific Partnership. Your group recorder should write them on your butcher paper.

Rules:

1. Do not stop to judge or answer questions.
2. Write down each question as it is stated.
3. Change any statements into questions.
4. Categorize your questions into open and closed-ended questions.

Choose your top three questions to share with the class. Star them on your paper.

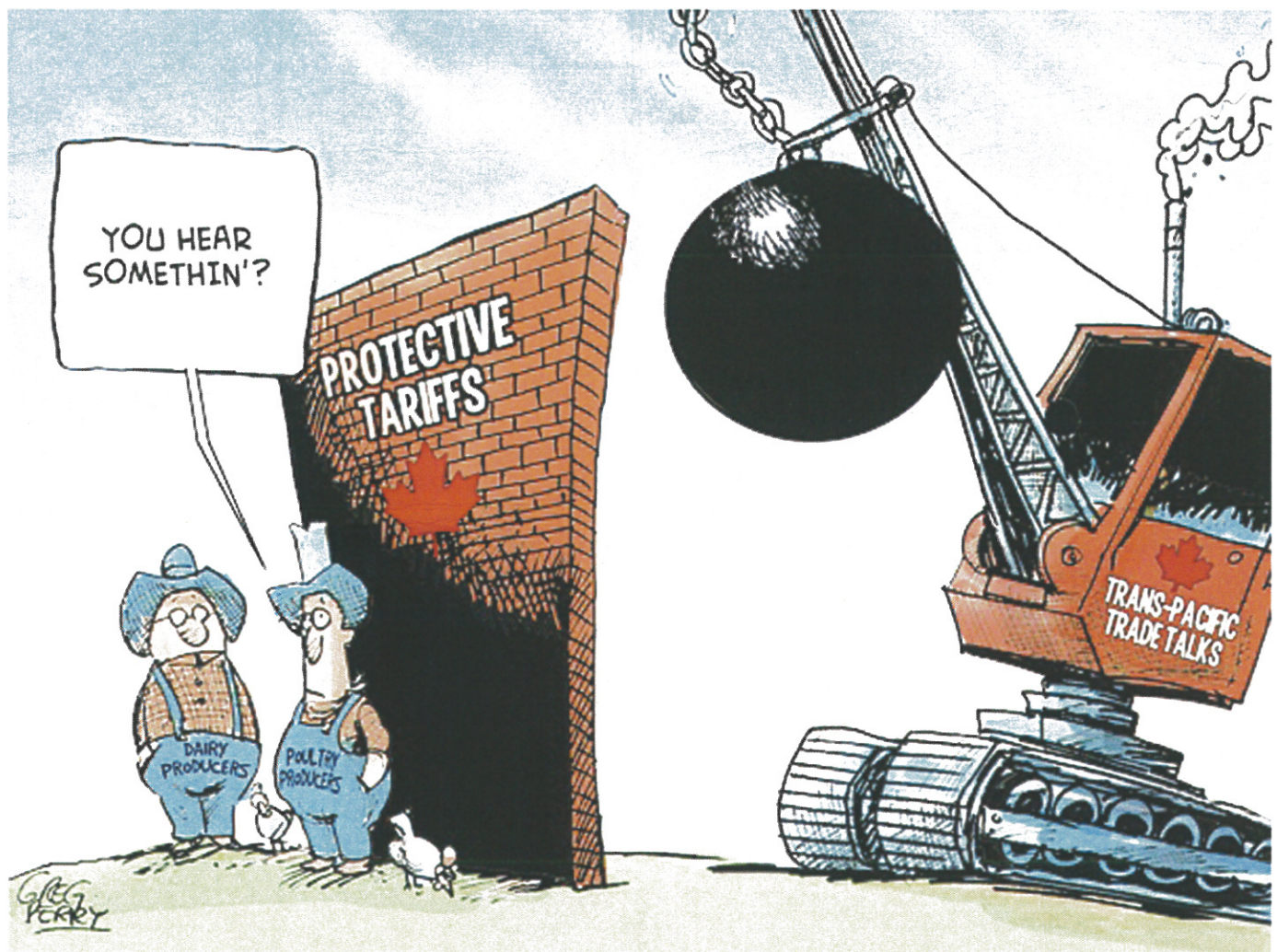
EXIT TICKET TWO

Is the TPP fair to all parties involved. Why or why not? If not, why may these parties agree to sign?

EXIT TICKET TWO

Is the TPP fair to all parties involved. Why or why not? If not, why may these parties agree to sign?

CARTOON #2



River Raisin National Battlefield Park Lesson Plan

Assessment:

- Exit Ticket Day 1 and Exit Ticket Day 2 are both an adequate assessment of student learning for each day's lessons.
- An alternative summative assessment might involve asking students to write an essay comparing and contrasting the TPP and the treaty of 1836 or describing how the aftermath of the Battles of the River Raisin and War of 1812 influenced U.S. Indian Policy including the treaty of 1836. Students should mention any conclusions about negotiations and the conflicting dynamics of treaties with regard to fairness and competing interests that would stand in contrast to that fairness.



SPECIAL THANKS

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- Krista Siebert, Monroe County Educator

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